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ABSTRACT

Based on information provided by 67 two-year colleges from five regions of the United States, this report summarizes the status of the humanities in two-year colleges for the five regions as a whole and for each individually. First, the five-region summary examines current humanities requirements, curriculum changes, teaching strategies, funding support, community relations, enrollment trends, employment prospects, general comments, and recommendations. The summary indicates, among other findings, that: (1) nearly all colleges had a three- to nine-unit requirement in humanities for the associate in arts degree, and many had humanities requirements for the associate in science or the associate in applied science degree; (2) while the Eastern Division and the Phoenix, Arizona, area reported curriculum changes and innovations, other divisions reported inertia and little innovation in the past few years; (3) both team-taught courses and interdisciplinary courses were fairly rare; (4) the use of part-time instructors for the humanities varied from 0% to 67% of the courses; (5) the financial support offered to humanities faculty was seen to be equal to that offered to faculty in other teaching areas; and (6) community relations and community-related activities, especially those involving performing arts, were felt to be positive. The five regional reports from the Eastern, Pacific Western, Southwestern, Southern, and Central Divisions of the Community College Humanities Association cover the same topics and include a list of responding colleges. (HB)

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REPORT TO THE BOARD OF DIRECTORS OF CCHA

from

THE COMMITTEE ON THE FUTURE AND STATUS OF THE HUMANITIES

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SUMMARY OF REPORTS FROM FIVE DIVISIONS

Current humanities requirements

Nearly all colleges had a 3-9 unit requirement in humanities for the AA degree, in addition to standard composition and history courses, local or U.S. history. Many had requirements for the AS or AAS degree. A major in humanities, culminating in an AA was rare, although a few colleges offered an AA in liberal arts. The majority of schools felt that their offerings were average as compared with other community colleges. A few colleges are rethinking their GE requirements, a few have increased writing and/or speech requirements for the AA. Expected increase in enrollments there. Enrollments in humanities classes dependent upon GE requirements to a very large degree. One senses that, unfortunately, is what it is because of a captive audience, not because of intrinsic interest in the subject matter. Possible exception though not sought out in this survey returning adults less preoccupied with degrees and career programs.

Curriculum changes

The Eastern Division is alive and well, with many contemplated changes and innovations in evidence; true also of the Phoenix area. Other divisions report a great deal of inertia, little innovation in the past few years, a lack of zest and enthusiasm. Where change is reported or contemplated it is generally with a view to stiffening requirements for a degree program, not in terms of creating excitement in humanities offerings. In many areas, economic factors seem to mitigate against innovation, especially team-teaching, for lack of financial support. I was personally disappointed by not seeing suggested course or curriculum innovation justified on the grounds that the new course or curriculum would spark interest in the humanities. Exceptions noted above. Some slight movement in the nursing/health care fields with introduction of medical ethics, but very slight. Critical thinking requirement in California has not yet fired up community college faculty.

Teaching strategies

Team-taught courses rare; ID courses slightly less so, some of which are taught by one person. In most cases the explanation is lack of funds, a few schools, though, are simply feeling their way. Use of part-timers varies wildly, from 0% to 67%. Some schools are handling increasing demand by use of part-timers; others have thinned out their part-time staff considerably and have crowded the classes of full-timers. Schools used a variety of adjuncts; no clear pattern here--guest lecturers, aides, tutors, readers, etc., some paid, some voluntary.

Support

High percentage were able to provide funds for conferences, though little support by way of released time. Most felt the support offered to humanities faculty was equal to that offered faculty in other teaching areas within the college. Very few recently availed themselves of NEH funding, a few applications in the works. Aid from state sources or private sources rare. Only a few colleges mentioned support in the form of advertising, brochures, mailing, etc. When offered it was generally tied in with community service mailings.

Community relations

Community colleges across the nation deserve high marks for their relationships with the community. With very few exceptions, community colleges supported orchestras, bands, theatre groups and provided programs for the community both on and off campus. Some colleges had poetry readings, others sponsored art shows, still others provided workshops for local artists, poets and teachers. Film series were held and choral works performed. Many of the colleges surveyed felt that their college was the cultural center of the community. One had a program for prison education; another one for gifted high school seniors. Many of the colleges had re-entry programs, but some felt that their efforts were neither consistent nor persistent. Although most of the community related activities were in the performing arts, a few colleges had speakers' bureaus, involving both faculty and members of the community. Outside of the state of Washington and the Phoenix area, few colleges had lay advisory boards.

Enrollment trends

The preponderance of the colleges reported steady enrollments to slight increases...nothing dramatic. Two eastern colleges reported moving to more accessible locations to increase enrollments. Most attributed growth to the economic situation, with four-year colleges getting more expensive, a few expected growth as requirements increased in, say, literature, speech or health care fields. Only three of all of the colleges surveyed reported growth due to increased interest in humanities offerings.

Employment prospects

The picture is the same everywhere--employment prospects are dismal. Whatever opportunities there might be attributed to attrition through recirement or acts of God. The Southwestern Division expected activity in from 1-5 years, other divisions are looking at 5-10 years. Occasional opportunities arise when a new requirement is implemented in literature or foreign language. Most felt replacements would be part-timers; a few, full-timers.

Comments

Occasional bright spot with experiments in voc/tech areas and with ID courses, but generally a lack of innovation and enthusiasm. Some colleges need expertise in generating ID courses and in organizing re-entry programs, a role, perhaps for us or NEH or NHF to play; local increases and decreased in enrollments, but generally stable humanities clientele. Once again heavy involvement with the community in the performing arts, but little else. Trend towards increasing class sizes, where enrollments up, rather than hiring. California especially hard hit as Proposition 13 comes home to roost. Message is clear--trim, cut. don't create tenured positions.

Some recommendations and a division by division breakdown follows.

Recommendations

Time did not permit receiving and collating recommendations from the others involved in conducting the survey; what follows are merely the ruminations of the chairman. Others involved have, however, been invited to forward such recommendations, and they will be passed on to the governing board.

1. Humanities courses are surviving largely due to GE requirements. Most schools require six units in humanities, apart from composition and American or local history requirements. Those colleges which have fewer than six units, should be encouraged to attempt to increase that requirement. Many colleges have 3-6 units for AS and AAS degrees; others should be encouraged to follow suit.

2. Except in the Eastern Division and in certain isolated areas, such as Phoenix and San Mateo, the prevailing mood seemed to be one of inertia or apathy. One did not get a sense of excitement or enthusiasm over new courses or curricular innovation. The juices did not seem to be flowing. Imagination seemed to be lacking. Many of the respondents conveyed the message: we're hanging in there, nothing much new happening, but we're not losing ground...perhaps this mood is due to the wearying affects of bouts with growing vocational and occupational interests, perhaps to economic realities which preclude much experimentation. In all fairness, it should be mentioned that the respondents were administrators, deans and department chairs; perhaps their perceptions are different from those of teaching faculty. If, however, there is indeed this lack of momentum, we should be more aggressive in trying to overcome it. For starters, we might include in one of our mailings to our members strong recommendations that they consider applying for NEH aid, especially now since the endowment is placing a heavy emphasis on faculty renewal. Spell out the guidelines; encourage applications. Perhaps something along these lines could be worked out with Eckman. Secondly, we should attempt to locate and identify exemplary humanities programs in each of our divisions, and models of active soliciting of funds and/or students (re-entry, etc.). Publish these--a few at a time--in our proceedings, or perhaps put out a special edition dealing with such models. Invite those over-seeing model programs in one division to participate in conferences in other divisions.

3. Encourage humanities faculty to request more support from their colleges to mail out brochures describing humanities offerings, and to distribute them to libraries, community centers, and so on. We, as a matter of course, send out a mailing each semester to those enrolled in the previous semester, announcing offerings next semester. These are also distributed to counselors and in humanities classes. Posters on campus announcing all of the humanities offerings might be effective.

4. Faculty should be encouraged to see what can be done to develop or strengthen re-entry programs. Many returning adults gravitate naturally to humanities courses.

5. See if faculty will take the initiative in proposing that the college offer an AA in humanities.

6. Since most of the colleges are very active in the field of performing arts, investigate what can be done to tie in such performances with art/music/literature appreciation courses. An interesting anamoly--much activity re performances, but humanities offerings don't seem to be benefitting. Perhaps they are, but didn't surface in our inquiries.

7. Members of the board of directors of CCHA should be reminded that respondents were deans, chairs, administrators, and it may be only their points of view represented here. Our next survey should reach teaching faculty, perhaps drawing upon our membership list. It would be most interesting if their perceptions were different. Also, we should try to target specific disciplines--philosophy might be declining, literature increasing, for example. We might find that teaching faculty are being frustrated in their attempts to be innovative.

I understand that Art Cohen has sent out a faculty survey--we should look to that to see if we can gain some insights, and perhaps follow some of its guidelines in conducting our own.

Hope springs eternal.

Respectfully submitted,

Donald Porter
Chairman
Committee on Status and Future
of the Humanities

Eastern Division (11 schools)

Current Humanities requirements

In addition to English comp and literature requirements and history requirements, 3-9 units of humanities required for AA, AS and AAS degrees. One large college requires one ID course in humanities plus additional 3 units in humanities. Another large college requires 6 credits in foreign languages, and 9 credits in humanities for transfer students. One medium-sized college requires course in oral communication for AA and AS degrees.
The two large schools surveyed felt very good about their programs; medium-sized went from "satisfied" to "very good"; small schools wished for stronger programs--one feared decline.

Curriculum changes

All of the schools sampled reported recent or contemplated changes ranging from consideration of ID courses, additional literature requirements, a one-year humanities course in place of the "cluster" approach, adding options in technical writing, business ethics, writing across disciplines, a regional studies program, and re-evaluating GE requirements. A very active region!

Teaching strategies

No team-taught courses, except for one TV course; ID courses offered taught by one person with some using adjuncts; high percentage of adjuncts used and high percent of part-timers--20% to as high as 67% in some schools.

Support

Most schools offered adequate to substantial support for staff development and travel, only two schools reporting too little support; one consultancy grant, one NHF grant; one NEH grant for regional studies program; one school seeking more business support (Subaru is now sponsoring an art program); one grant request pending.

Community relations

All schools actively involved with community; activities ranging from TV programs from the campus to prison education, programs for high school gifted; active involvement in theatre, art, drama, displays and workshops for local artists, theatre workshops, film series, poetry readings, workshops for local teachers, etc.

Enrollments

Only one small college reported decline; many stable, a few expanding (two are moving to new locations to provide greater access); one expects growth due to expanding business program, another due to new literature requirement.

Employment prospects

Zero, except for one or two possibilities in English and foreign languages.

Respondents

Teaching responsibilities varied from 0 to 12 units.

Comments

One senses a very active region with many changes contemplated or implemented; some schools have successfully increased humanities units required for associate degrees. Strong relationship with community, not only in areas of theatre, music and art but also in providing workshops for artists, performers and local teachers. Very high use of part-timers and adjuncts. Good to excellent administrative support. Many ID offerings though none team-taught.

COLLEGES SURVEYED

Eastern Division

1.	Catonsville CC, Maryland Dr. Mary Hines Chair, Humanities Division	Large
2.	Mercer CC, New Jersey Ronald Copcho Chair, Humanities Division	Large
3.	Atlantic CC, New Jersey Thomas Boghosian Chair, Communications and Arts	Medium
4.	Greenfield CC, Massachusetts Dr. Bernard Drabeck Coordinator, Pioneer Valley Studies	Medium
5.	Manchester CC, Connecticut Dr. Alden Buker Chair, Humanities	Medium
6.	Burlington CC, New Jersey Mr. Welsh Chair, Arts and Humanities	Medium
7.	Quinebaug Valley CC, Connecticut Dr. Ellis Hagstrom Academic Dean	Small
8.	Columbia Green CC, New York Thomas J. Gerry Chair, Humanities and Social Science	Small
9.	Becker JC, Massachusetts Dr. James Belpedio Chair, General Studies	Small
10.	Bangor CC, Maine Dr. Ruth Nadelhaft Coordinator, Humanities	Small
11.	Brandywine CC, Delaware Dr. Elenora Rigik Liberal Arts Department	Small

PACIFIC WESTERN DIVISION (20 schools)

Current humanities requirements

All had humanities requirement for AA 6-9 units; many had for AA's; no humanities majors. Two felt offerings were wider than elsewhere; one felt offerings were better than neighboring four-year university.

Curriculum changes

Large nursing program in one college requiring cultural studies and medical ethics; fire science program incorporating fine arts in course on building materials; two are developing ID courses; some experiments with team-teaching though slow to develop; another trying to fight declining enrollments by re-thinking curriculum--possibly to adding video/TV courses; southern California area reports general decline in interest, enthusiasm and innovation during the past year; Phoenix area active in developing new courses.

Teaching strategies

Northwestern region reports 1/3 to 2/3 part-timers; in California this seems to be the exception with two schools reporting 40-50 part-time--most however predominately full-time faculty.

Support

Some moneys available for conferences, but practically no released time; two schools tie in with community service mailings: one (a Reno CC) has a mailing of 60,000; otherwise little support from administration, especially in California faced with very tight budget restrictions; one has applied for an NEH grant; one college has at least recognized that it needs to develop marketing techniques.

Relations with community

Here, as elsewhere, strong involvement with the community in the performing arts; many schools have outreach programs, although not on any consistent or persistent basis. State of Washington uses lay advisory boards extensively, as does the Portland area. One college requires museum visits as part of course.

Enrollment prospects

One northern California college reported a steady decline over the last few years; one expects a decline with fees for nursing program. General pattern, though, is steady to slightly increasing enrollments. Southern California area reports general increase in enrollments bringing in better, transfer students, northwest area notes that enrollment is increasing slightly in solid humanities course, vs. decline in more trendy ones--a more conservative student body, perhaps; one northern California college reports turning away a large number of students--simply no funds to increase teaching staff to handle increased demand.

Employment prospects

Grim, dismal, terrible and likely to remain so for 4-10 years, until some retire. Classes are getting larger; no clear pattern re part-time vs. full-time hiring for the future, but rare vacancies now generally filled by part-timers, especially in California.

COLLEGES SURVEYED

Pacific Western Division

1. Laney College, Oakland, California
   Ernest Crutchfield
   Assistant Dean of Language Arts and Social Science

2. Mission College, California
   Norma Zossman
   Dean, Institute of Cultural Studies

3. Truckee Meadows CC, Reno, Nevada
   Mr. Harder
   Chair, Humanities

4. Chabot College, California
   Elliot Charnow
   Humanities Chair

5. De Anza College, California
   Dr. Barbara Reid
   Humanities Chair

6. Butte College, California
   Matt Jackson
   Instructional Dean

Bill Krieger sending list: Dan Horowitz sending list.

SOUTHWESTERN DIVISION (19 schools)

Current humanities requirements

Two of the colleges surveyed had no humanities requirements for the AA, while four colleges had humanities requirements for certificate programs. The balance had various numbers of units, with six being the most prevalent.
Two colleges felt that their offerings were less than adequate; four that their courses were better than average, three poorer than average.
Four colleges offered a major in the humanities.

Curriculum changes

Thirteen colleges had made no recent curriculum changes; one has added to fine arts, creative writing and logic; one has added a new intro course; one telecourse; one honors course.

Teaching strategies

Twelve of the colleges did not use team-teaching; two are doing considerable team-teaching with occasional use of non-humanities instructors.
Eleven colleges reported using fewer part-timers than used in other disciplines; three used more.
Ten colleges used guest lecturers occasionally, some voluntary, some paid.

Support

Fifteen reported support for conferences, eight for workshops, but three reported no support; one NEH pilot grant, one regional grant, one state, one from the business community.

Community relations

Ten had outreach programs, but only one utilized lay advisory boards; five reported no ties with the community; seven had no theatre, symphony, art contacts with the community. The rest were actively involved in and with the community with re-entry programs, theatre, musical presentation, art exhibits, etc.

Enrollment

Sixteen colleges reported enrollments steady, only two spoke of increasing enrollments.
Nearly all no to slow growth in enrollments, but three reported increasing interest in the humanities (two because of faculty/student interest in ID courses).

Employment prospects

Better than in other regions; nearly all anticipated some opportunities in 1-5 years due mainly to retirees. Areas mentioned included art, music, literature, speech.
No pattern re full-or part-time

Respondents

Six Ph.D.'s (four in education and administration), balance MA's or other in humanities areas. Of those responding to question involving teaching time, seven reported 0%, seven from 20%-100%.

Comments

Relatively stable area re curriculum, enrollments; few experiments taking place; most colleges actively involved with the community, though seven had so such contact--higher than other regions. Half of the colleges, though, had outreach programs--higher than other regions; job prospects slightly better than other regions due mainly to projected retirees.

SCHOOLS SURVEYED

Southwestern Division

1.	East Arkansas CC, Forrest City, Arkansas Dr. Bob Burns, President	small
2.	Clarendon College, Clarendon, Texas Mr. Kenneth D. Vaughn, President	small
3.	Bossier Parish CC, Bossier City, Louisiana Dr. Douglas Peterson, Dean	small
4.	Lamar Community College, Lamar, Colorado Mr. Marvin Lane, President	small
5.	Frank Philips College, Borger, Texas Dr. Andy Hichs, President	small
6.	Sayre Junior College, Sayre, Oklahoma Dr. Paul E. Conner, Dean	small
7.	El Reno JC, El Reno, Oklahoma Dr. Bill S. Cole, President	small
8.	Pikes Peak CC, Colorado Springs, Colorado Dr. Donald McInnis, President	medium
9.	Labette CC, Parsons, Kansas Dr. Gery Hochanadel, President	medium
10.	Arapahoe CC, Littleton, Colorado Dr. Nancy Goodwin, President	medium
11.	New Mexico JC, Hobbs, New Mexico Dr. Robert A. Anderson, Jr., President	medium
12.	Barton CC, Great Bend, Kansas Dr. Jimmie Downing, President	medium
13.	Tyler CC, Tyler, Texas Dr. Raymond Hawkins, President	medium
14.	Phillips County CC, Helena, Arkansas Dr. John Easley, President	medium
15.	Amarillo College, Amarillo, Texas Dr. H.D. Yarbrough, President	medium
16.	Seminole JC, Seminole, Oklahoma Dr. Elmer Tanner, President	medium
17.	North Harris County College, Houston, Texas Dr. Joe A. Airola. President	large
18.	Houston Comunity College System Mr. J.B. Whitely, President	large
19.	Austin CC, Austin, Texas Dr. Cecil Groves, President	large

Southern Division (six schools)

Current Humanities requirements:

In addition to normal English and History requirements, 6-11 quarter units, 6-9 semester units in Humanities required for AA degree.

All felt offerings adequate to better than average in area.

Only one offered AA in Humanities.

Curriculum changes

State of Florida mandating more courses emphasizing writing.

Two colleges adding speech or oral communications to Humanities offerings and/or requirements.

One college adding Humanities requirement for AS degree.

One reducing East/West course requirement to allow for choice in other areas, e.g. art, music.

One fearful of eliminating Humanities in CE requirement (tension with voc/ed folks).

Teaching Strategies

No team-taught courses; rare: drop-in lecture by faculty member.

No part-time instructors to very few (15% tops).

Support

Very limited for faculty--usually to travel to conferences; max: 1/year/teacher, min: none; workshops: rare.

One has NEH consultancy grant; one NEA for on-campus performances; one writing grant.

Relationship with community

Main point of contact: music and art; performances on campus, visits to museums, performances, one offers points for attendance.

One sponsored faculty speakers' bureau; one had re-entry program; one lay advisory board.

Enrollment prospects

Stable to slight increase; increases where writing and speech requirements instituted.

Employment prospects

All: terrible, then only through attrition.

Respondents

Two MA's; four PhD's; all but one taught 1-5 classes.

Bright spot

Chattanooga State Technical College.

Largest Humanities requirement for AA; AA available in Humanities, Philosophy, Art, Music; speakers' bureau; students get credit for cultural event attendance; NEH grant; re-entry program; lay board; new Humanities requirement for AS degree; general enrollment increasing.

Comments

Financial problems causing inching towards larger class sizes, no hiring, little travel or workshop money; enrollments stable; Humanities increasing only where courses made part of AA or AS requirement; no major curriculum innovations, though some interest in team-teaching.

COLLEGES SURVEYED

Southern Division

1.	Brewer State JC, Alabama Margaret Black Humanities Chair	Small
2.	Chipola JC, Florida Mr. Carroll Humanities Chair	Small
3.	Chattanooga State Technical College, Tennessee Dr. Stephen Byrum	Medium
4.	Seminole CC, Florida Dr. Robert Levin Humanities Chair	Medium
5.	St. Petersburg JC, Florida Dr. Morgan Dean, Liberal Arts	Large
6.	Hillsborough CC, Florida Dr. James Perry Instructor, Philosophy	Large

Central Division (eleven schools)

Current Humanities requirements

All but one had Humanities requirement for AA; three offered an AA in Humanities; six felt their offerings were better than average; one worse.

Curriculum changes

Decrease in foreign language with one exception; contemporary issues, bioethics, oral communication, art appreciation show signs of improving; some re-evaluations of basic core programs going on.

Teaching strategies

Team-taught courses; very few 0-5%.

Adjuncts: varied--some used paid guest speakers, others unpaid, a few offered pay for tutors to the disadvantaged. No pattern.

Part-time: from 0 (Medium sized in Iowa and Nebraska), 10-20% (Large in Wisconsin; small in Michigan) 25% (large colleges in Missouri, Michigan, Medium sized in Illinois) 40-50% (large colleges in Illinois and Ohio)

Support

Strong administrative support in large colleges in Wisconsin, Missouri, Michigan, and Illinois; moderate to little with no pattern by state or size in the remainder; efforts to promote related to administrative support. Those providing strong support had liberal travel allowances, brought in consultants, provided for professional development released time and workshops.

Only four out of the eleven had not received external funding; of the others, four had received NEH grants, others state and county funds.

Relationships with community

Much activity in this division--speakers bureaus, out-reach programs to adults, seniors, re-entry programs with few exceptions; number of colleges reported their college was the "cultural center" of the community, much use of and resources for theatre, art, music, some use of lay boards; main point of contact in fine and performing arts.

Enrollment prospects

All experiencing continuing growth attributed to the recession and higher cost of four-year schools. Most expect trend to continue. Humanities participating in this growth; only advances over it (few) in English.

Employment prospects

Dismal, only through attrition, then probably part-timers, very slight possibility for those in English.

Respondents

Seven PhD's (one in History, rest in Ed or non-Humanities areas), rest MA's (Speech, History); few taught.

Comments

Large colleges using their size to good advantage to increase interest in the Humanities; student population increasing due to economy with Humanities benefitting; no major curriculum changes but with some interest in bioethics, foreign languages; many active centers for community affairs.

COLLEGES SURVEYED

Central Division

1.	Madison Area Tech, Wisconsin Dr. Sarah Sherkow Dean of General Studies	Large
2.	Florissant Valley CC, St. Louis, Missouri Susan Waugh	Large
3.	Delta College, Michigan Gene Duckworth Chairman, Humanities	Large
4.	Danville Area CC, Danville, Illinois Ron Fingle President	Medium
5.	Cuyahoga CC, Ohio Dr. William Burgess Dean of Instruction	Large
6.	Iowa Central CC Harvey Martin Assistant Supervisor for Student Services	Medium
7.	Austin CC, Minnesota Roger Bouton Dean	Small
8.	Metropolitan Tech CC, Nebraska Dr. Dan Krezenski VP, Educational Services	Medium
9.	College of Lake County, Illinois Mr. Russell Hamm Associate Dean	Large
10.	Glen Oaks CC, Michigan Leland Thorton Chairman, Humanities Area	Small
11.	Arcilla College, Indiana Groter Ulvian ? Dean	Small

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